

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Francis of Assisi Catholic Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-23
Date this statement was published	October 21
Date on which it will be reviewed	March 2022
Statement authorised by	T Hallett
Pupil premium lead	J Moss
Governor / Trustee lead	S Herbert

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42 350
Recovery premium funding allocation this academic year	£4 350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44 700

## Part A: Pupil premium strategy plan

### Statement of intent

At St Francis of Assisi Catholic Primary School, we will ensure that children eligible for PPG receive targeted support with their academic progress, their social and emotional needs and through the provision of wider-life experiences in an inclusive and nurturing climate.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Although internal data highlights that the attainment gap is closing (evidenced through whole school outcomes for 2020-21), in certain year groups, pupils eligible for PP are not attaining as well as non PP pupils.
2	Children eligible for PP have a lower attendance and higher persistent absenteeism than children not eligible.
3	Ensuring there is provision for opportunities and life experiences for children in receipt of PP that they would not normally engage in in their home life.
4	Some families in receipt of PP have exhibited social and emotional problems. These can include medical and mental health issues.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children eligible for PPG will maintain levels of progress and attainment that align with their non PP counterparts through well targeted support and intervention.	Internal data and monitoring systems will show good progress from starting positions, particularly those who have a SEND. This will be evidenced through PLR meetings and subject leader reports.

	End of KS data will show that children eligible for PP align with the peer groups and national counterparts, or making significant progress to close the gap.
All children eligible will be supported to ensure that their attendance (and punctuality) and persistent absence (PA) align with national expectations.	Attendance data will show that children in receipt of PP grant will have closed the gap with national expectations (96%). Appointment of EWO to work closely with Inclusion leader to help support families eligible for PPG to improve attendance.
Develop all-roundedness for all children in receipt of PPG to excel beyond the core curriculum to enhance life opportunities.	Disadvantaged pupils will be offered the opportunity to attend clubs and learn a musical instrument in school.  They will also be supported to ensure that they engage in cultural, enrichment and sporting experiences within and outside of the school day. This will include trips with the school as well as meeting visitors into the school.
Access to emotional wellbeing and home support for children and their families eligible for PPG.	Inclusion Lead and staff will identify and engage with families and children to alleviate barriers to learning.  Identified children/families will work with the Learning Mentor, Primary Mental Health Worker and Play Therapist to ensure these barriers have the least effect on the progress/attendance of these children as possible.  Pupil and Parent questionnaires will show that parents feel supported by the school.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leadership Team to work with Phase Leaders to enhance/improve the teaching and learning in each subject, including the use of feedback, which is acknowledged to have a significant impact on progress. Current existing SEF and SDP, linked to staff performance management supports this approach.	<a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1
Specific monitoring of QFT for children eligible for PPG in staff meetings (CPD) and internal subject leader monitoring.		1
Allocation of funds to appoint additional professional (JB) to analyse NFER data to provide a gap summary to inform teaching and learning.		1
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for all year groups.		1
Allocation of funds towards use of Speech and Language Therapist and Ed. Psych.		1

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions for children across the school, monitored by the Inclusion Lead following Pupil Learning Review meetings.	<a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Homework support	<a href="https://educationendowmentfoundation.org.uk/extending-school-time/">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/homework/">Homework   EEF (educationendowmentfoundation.org.uk)</a>	2,3
Engage National Tutoring Programme	<a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1

## Wider strategies (for example, related to attendance, behaviour, wellbeing, enrichment)

Budgeted cost: £15 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and mental health support from Mental Health Worker and Learning Mentor/Play Therapist.	<a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4
Disadvantaged families will be supported to		3

<p>ensure full inclusion in school life i.e. uniform, trips, residential, PFA events.</p> <p>Disadvantaged families will be supported to access activities that broaden their life experience i.e. musical instrument, engagement in an afterschool club.</p> <p>Appointment of EWO (Educational Welfare Officer, Attendance) will work with the Inclusion Lead to address the issue of low attendance.</p> <p>Leadership administration of Pupil Premium Grant.</p>	<p><a href="https://educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/attendance-interventions/">Attendance interventions rapid evidence assessment   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) (Research in progress)</p>	<p>3</p> <p>2</p>
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**Total budgeted cost: £42 500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Table to show difference between PP and Non PP on track for ARE at the beginning and end of 2020-21. Data taken from standardised tests.

	Autumn '20 % on track for ARE			Summer '21 % on track for ARE			Gap closure in %
	Whole School PP	Whole School Non PP	Gap between %	Whole School PP	Whole School Non PP	Gap between %	
Reading	59%	69%	-10%	71%	71%	0%	10%
Writing	38%	64%	-26%	57%	65%	-8%	18%
Maths	50%	69%	-19%	57%	73%	-16%	3%

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	n/a
n/a	n/a

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

JM October 21